



# WHEN THE HOW MATTERS MORE THAN THE WHAT OR WHY...

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# (PR)ACADEMIC!



SURVEILLE AND ACTION

**Stedelijk  
Conservatorium Mechelen**

Practice

Faculty of Social  
Sciences

Faculty of Psychology  
and Educational Sciences

Faculty of Medicine

Vrije  
Universiteit  
Brussel  
Faculteit Geneeskunde en Farmacie

Science



University of  
Adelaide

**CEBAM**  
Belgian Centre for Evidence-Based Medicine  
Belgian Branch of the Dutch Cochrane Centre



Policy

Social work, Andragology, Teacher training, Medical social sciences, PhD Medical sciences

# BARRIERS

(And how to bridge them!)

## THE FALL OF THE BERLIN WALL



9 November 1989

„Hoffnung für eine Welt ohne Mauern“ (Hope for a world without walls)



# METHODOLOGICAL BARRIERS (AND **HOW** TO BRIDGE THEM!)



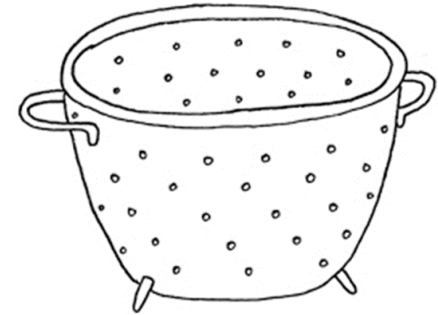
# (THE WHAT, THE WHY OR) THE **HOW**

There is this man trying to eat soup out of a spaghetti strainer. He goes super fast, 'cause he's trying to get the good stuff, but no matter how much he gets, he just ends up with a bunch of soup all over his pants (and then he dies of old age eventually).

## SOUND METHODOLOGY



## APPLYING METHODS



# (THE WHAT, THE WHY OR) THE **HOW**

## SOUND METHODOLOGY



## ADAPTING METHODS





# (THE WHAT, THE WHY OR) THE **HOW**

## CREATIVE USE OF METHODS



(or labels...  
with which some fool their supervisors or their funders)

**Ceci** n'est pas une soupe !?

# (THE WHAT, THE WHY OR) THE **HOW**

INNOVATIVE (?) USE OF METHODS



INNOVATIVE (?) USE OF METHODS



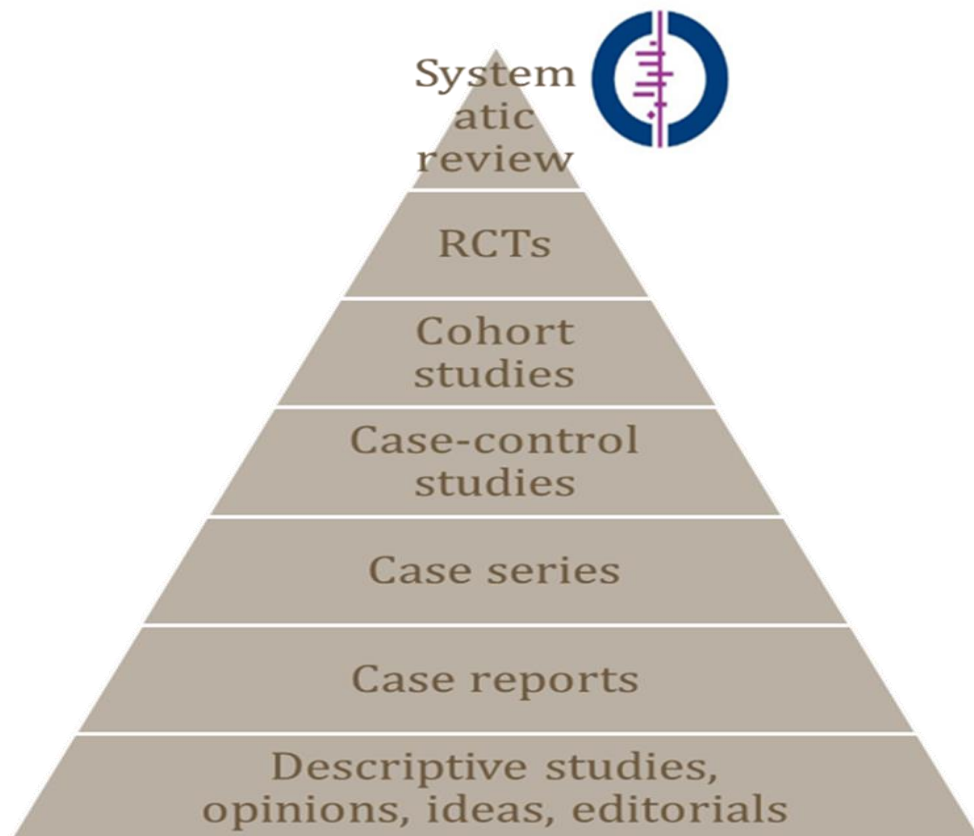


# METHODOLOGICAL BARRIERS (AND **HOW** TO BRIDGE THEM!)

“It is surely a great criticism of our profession that we have not organised a critical summary, by specialty or subspecialty, adapted periodically, of all relevant randomised controlled trials.”



What is the effectiveness of X?



3. Thou shalt put heathen basic scientists to the rack until they repent and promise henceforth to randomise all mice, materials, and molecules in their experiments.

4. Thou shalt outlaw contraception to ensure that there are adequate numbers of people to randomise.

8. Thou shalt reward with a bounty any student who denounces specialists who use expressions such as “in my experience”.

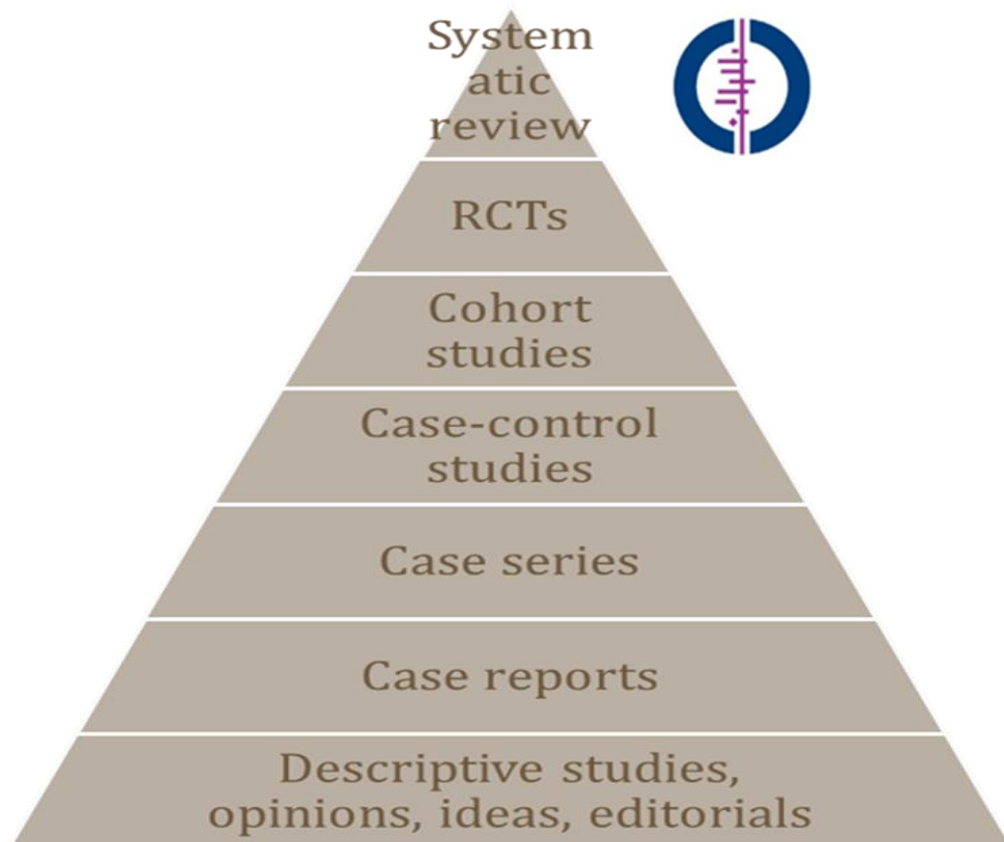
9. Thou shalt neither publish nor read any case reports, and punish those who blaspheme by uttering personal experiences.

10. Thou shalt banish the unbelievers who partake in qualitative research, and force them to live among basic scientists.

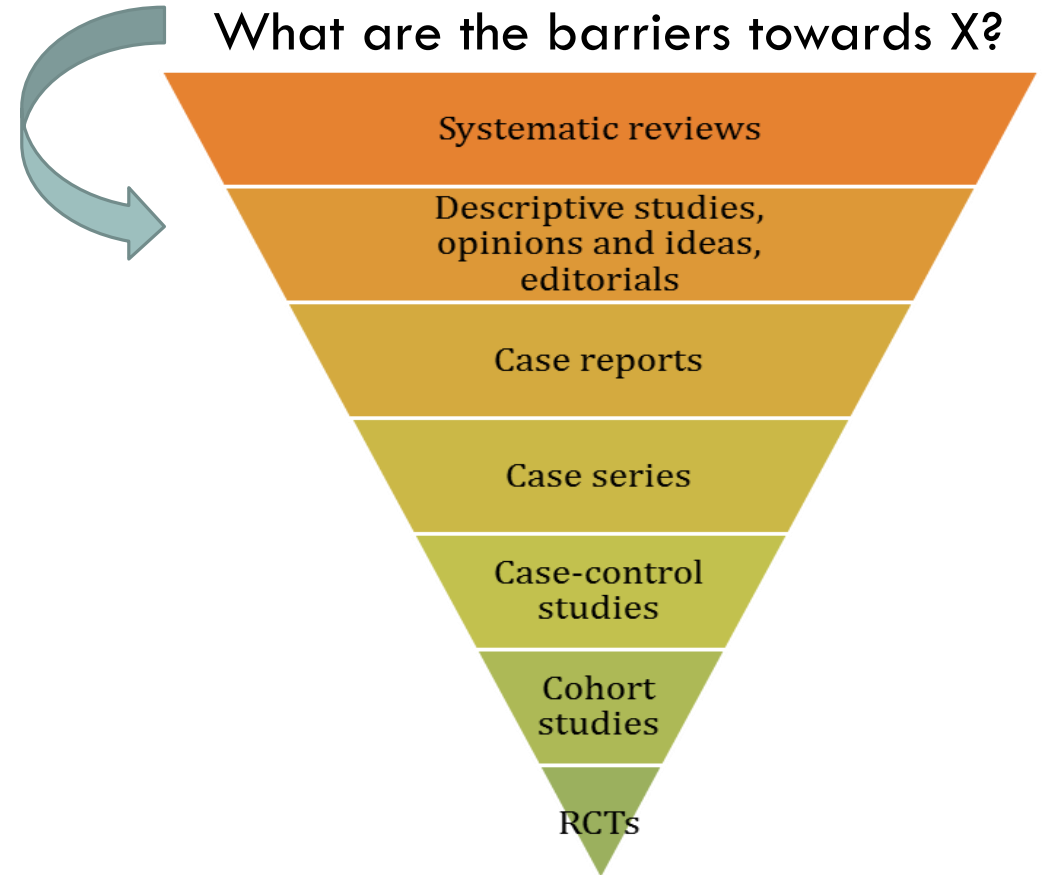
# METHODOLOGICAL BARRIERS (AND **HOW** TO BRIDGE THEM!)

*Of all the oppositions that artificially divide social science, the most fundamental, and the most ruinous, is the one that is set up between subjectivism and objectivism  
(Bourdieu 1990:25)*

What is the effectiveness of X?



What are the barriers towards X?



## Exploring Barriers to the Implementation of Evidence-Based Practice in Psychiatry to Inform Health Policy: A Focus Group Based Study

Karin Hannes · Guido Pieters · Jo Goedhuys · Bert Aertgeerts

JAN ORIGINAL RESEARCH

Barriers to evidence-based nursing: a focus group study

Karin Hannes, Jo Vandersmissen, Liesbeth De Blaeser, Gert Peeters, Jo Goedhuys & Bert Aertgeerts

**BMC Family Practice**



Open Access

Research article

### Implementing evidence-based medicine in general practice: a focus group based study

Karin Hannes<sup>\*1</sup>, Marcus Leys<sup>2</sup>, Etienne Vermeire<sup>1,3</sup>, Bert Aertgeerts<sup>1,4</sup>, Frank Buntinx<sup>1,4</sup> and Anne-Marie Depoorter<sup>5</sup>

*Evidence-Based Dentistry*

Physiotherapy Theory and Practice, October 2009, Vol. 25, No. 7 : Pages 476-488

Obstacles to the implementation of evidence-based physiotherapy in practice: A focus group-based study in Belgium (Flanders)

Karin Hannes, Filip Staes, Jo Goedhuys, Bert Aertgeerts  
(doi: 10.3109/09593980802661949)

## Obstacles to Implementing Evidence-Based Dentistry: A Focus Group-Based Study

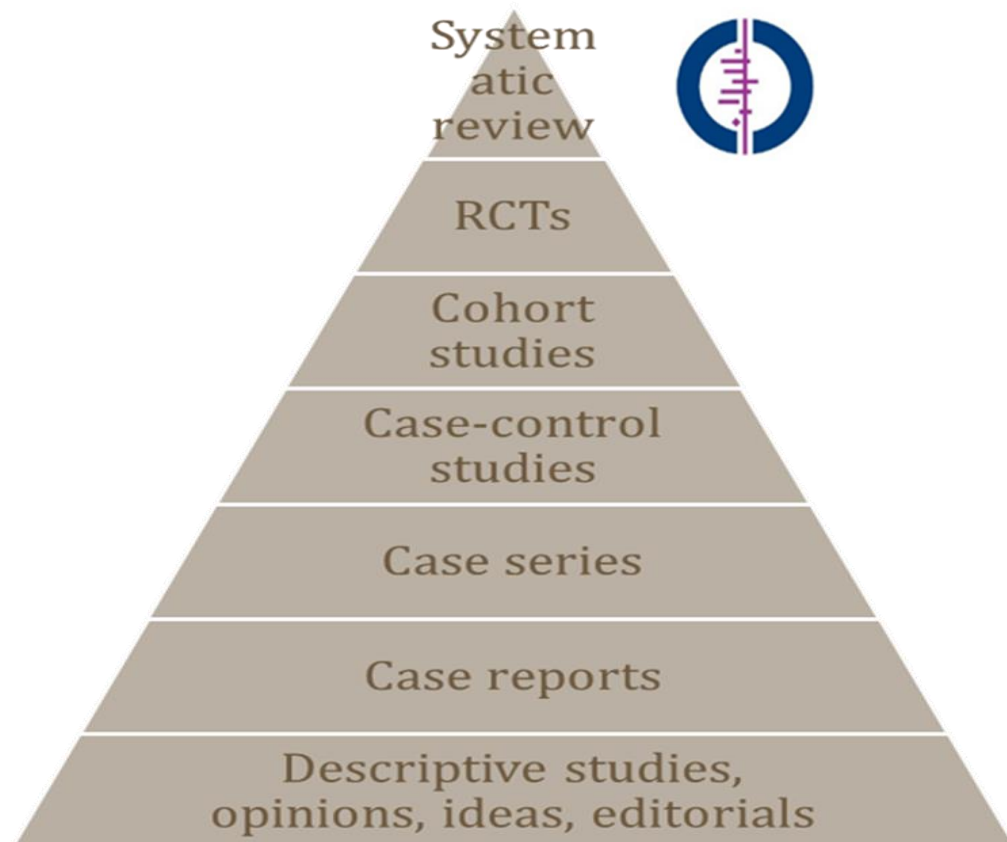
Karin Hannes, M.Sc.; David Norré, M.D.; Jo Goedhuys, Ph.D.; Ignace Naert, M.D., Ph.D.; Bert Aertgeerts, M.D., Ph.D.



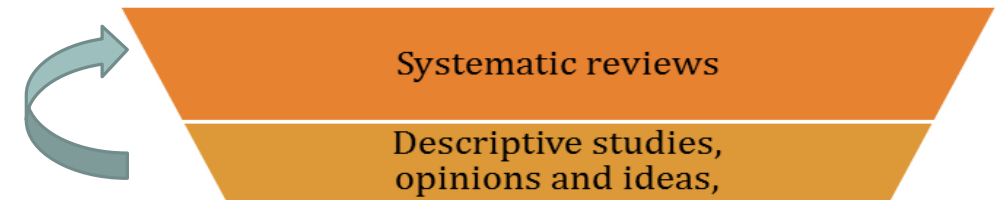
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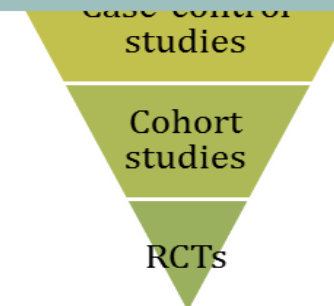
What is the effectiveness of X?



What are the barriers towards X?



**Metasynthesis** is not a word that can be found in the dictionary: it is a neologism, which can readily be inferred as describing a high order form of synthesis.





# METHODOLOGICAL BARRIERS (AND **HOW** TO BRIDGE THEM!)

Barriers overcome (from statistical meta-analysis to meta-synthesis)



Primary  
studies



Meta-  
Aggregation



Meta-  
Configuration



Mixed  
Methods

...



New barriers to overcome

A research method in which the arts play a primary role in any or all of the steps of the research method.



*Of all the oppositions that artificially divide social science, the most fundamental, and the most ruinous, is the one that is set up between **ART and SCIENCE***

**Art moves us from what is to what if... it does not travel in truth. It travels in what is possible to consider.**



# METHODOLOGICAL BARRIERS (AND **HOW** TO BRIDGE THEM!)



The role of context in  
systematic reviews:  
Cultural sensitivity in  
moving from evidence to  
implications for practice  
and policy



The potential of arts-based  
methods in community-  
based research:  
A multi-sensory approach  
to studying the relationship  
between people and their  
environment.



Photo, voice and culture:  
Towards a new  
understanding of the  
relationship between  
narratives and images  
collected in collaboration  
with international students.

Pushing methodological boundaries

[Theresa.bengough](mailto:Theresa.bengough@kuleuven.be)/[Sara.Coemans](mailto:Sara.Coemans@kuleuven.be)/[Qingchun.Wang@kuleuven.be](mailto:Qingchun.Wang@kuleuven.be)

# METHODOLOGICAL GUIDANCE FOR PRIMARY AND META-LEVEL QUALITATIVE RESEARCH



**Risk factors for HIV infection  
among the wives of labor  
migrant in Nepal**



**Expanding the responsibilities  
of schools and teachers:  
An analysis of teacher  
leadership practices and the  
consequences for teacher  
leaders, identity, schools  
social-professional dynamics,  
and student outcomes**



**Sexuality at the end of life:  
Experiences and needs of  
terminally ill patients and their  
partner, and the role of the  
health care providers**

**Sometimes, the case does not matter that much, it is the method that matters most!**

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